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ABSTRACT

A training component for administrators and counselors was developed in Phase IV of a five-phase career education project for the State of Hawaii. Three goals were specified for Phase IV: (1) To develop a model for training school administrators and counselors in their role in career education, (2) to develop and test a set of materials for use by school district personnel to train groups of administrators and counselors based on the model, and (3) to revise materials and develop new approaches used for training teachers and teacher educators. Project strategies and procedures included the development of a model based on change theory concepts. A set of materials defined as a module was developed for each part of the descriptive model. The major focus of the materials (eight modules contained in 14 separate documents) was to give cadre trainers sufficient background to properly serve as instructors and to provide materials which the trainer might use in 30-hour workshops for administrators and counselors. A set of activities and a bibliography were also included. Other project activities were teacher evaluation of communically produced career education materials and compilation of a school-by-school description of exemplary career education programs in Hawaii. (TA)

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FINAL REPORT

Project No. 498AH50291
Grant No. G00750051

Phase IV

"Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii"

Conducted Under
Part C of Public Law 90-576

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FINAL REPORT

This report describes the fourth phase of a five-phase career education project for the state of Hawaii. The first two phases were devoted to the development of a conceptual model and a set of curriculum guides (K-3, 4-6, 7-9, 10-12). Phase three focused on (a) training of Hawaii teachers in techniques to infuse career development into their curriculum, and (b) development of instruments for assessing student growth in the area of career education. Phase four is a project to develop a model for and materials to assist in the training of counselors and administrators in career education. Phase five will be a state plan to implement career education.

Statement of the Problem and Need

The mission of this project is to increase the capacity of the Department of Education to provide a system of career education to all of the students in Hawaii schools. The career development system in Hawaii is part of a nation-wide concern to revise the educational system to increase its relevance for today's youth. Administrators and counselors play a pivotal role in the change process. This project was conceptualized as the training component necessary to achieve the larger mission.

The need for career education in the nation's schools was presented to the educational community by Dr. Sidney Marland in 1971. Many of the concepts he articulated are not new, but somehow the schools had lost sight of the blending of academic, vocational, and career counseling that Marland was advocating as career education. The charge of lack of relevance of courses and curriculum tasks was increasingly raised by

students, parents and those in the community-at-large. The concern was that the schools were not adequately equipping youth for personally satisfying worthwhile participation in society.

Marland stated, "We have in the country the highest youth unemployment rate in the world, and the relentless advance of technology is making the situation explosively worse." By 1976 we expect the unskilled worker to account for less than 5 percent of the labor force, or about 4.5 million jobs. Yet, the Bureau of Labor Statistics projects that 3.5 million young people will be attempting to squeeze themselves into this job market.

America's educational efforts are failing, or at least are not altered, to the realities of time. The system must begin to bridge the gap between man and his work. Our work is not completed until each and everyone of these youngsters are capable of developing a clear sense of direction in life and is able to make a responsibile career choice."

The Bureau of Labor Statistics has placed Hawaii's unemployment rate at 11 percent, and it is estimated that the rate of persons under twenty is an excess of 20 percent. In addition, approximately 25 percent of Hawaii's youth do not receive a high school diploma during their normal school enrollment.

There has been much rhetoric about who should provide the leadership for the installation of career education in the schools. While it is clear that a team effort including teachers, counselors, curriculum specialists and others is necessary, the research consistently indicates the principal is the major catalyst in the introduction of successful innovations.

Since school districts vary considerably in their implementation strategies, the literature has not addressed the operational problems of the principal's involvement in the same depth and scope as has been done of the other problems in career education. The Center for Vocational Education at Ohio State University has developed a general treatise on the subject (Implementing Career Education, 1976). George Smith (1973) and Keith Goldhammer (1973) have written on the role of the school superintendent and boards of education in establishing the concept in school districts.

In Hawaii it was hoped that principals would attend the Phase III workshops, however, the evidence was that approximately 10 percent of those eligible attended the two-day workshops. It appears clear that a training program specific to school and district level administrators was a necessary fourth phase of the state plan.

Counselors presented a somewhat similar situation.

Project Goals

There were three goals specified for Phase IV.

1. To develop a model or models for training school administrators and counselors in their role in Career Education in Hawaii.
2. To develop and test a set of materials for use by school district personnel (or others) to train groups of administrators and counselors based on the model developed in Goal 1.
3. Revise materials and develop new approaches used for training teachers and the teachers of teachers.

Project Strategies and Procedures

Preliminary Steps. The project co-directors had to make a decision on whether to write the project in-house with the Department of Education personnel, or to subcontract to another organization. The latter course was agreed upon, and the College of Education of the University of Hawaii was selected as the subcontractor, with the provision that Dr. John A. Thompson would serve as the principal investigator. Thompson agreed to manage the project and be responsible for the administrator training portion of the project. The Dean of the College assigned Dr. John Michel to assume responsibility for the counselor training portion.

The project was to begin June 1, 1976, however, the subcontracting agreement was not concluded until September 15 so its effective operations within the College could not begin until early in October. This necessitated a request for an extension of the project through September 30, 1976.

GOAL I: STRATEGIES AND PROCEDURES TO DEVELOPING A MODEL FOR TRAINING SCHOOL ADMINISTRATORS AND COUNSELORS.

Two basic conceptual decisions were necessary to put the project in motion.

1. Whether the project model should be based on the typical training model, a change theory model, or a combination of models.
2. Should these be two separate models, one for the administration and one for the counselors.

The model which was finally accepted was based on a change theory model (Figure 1).

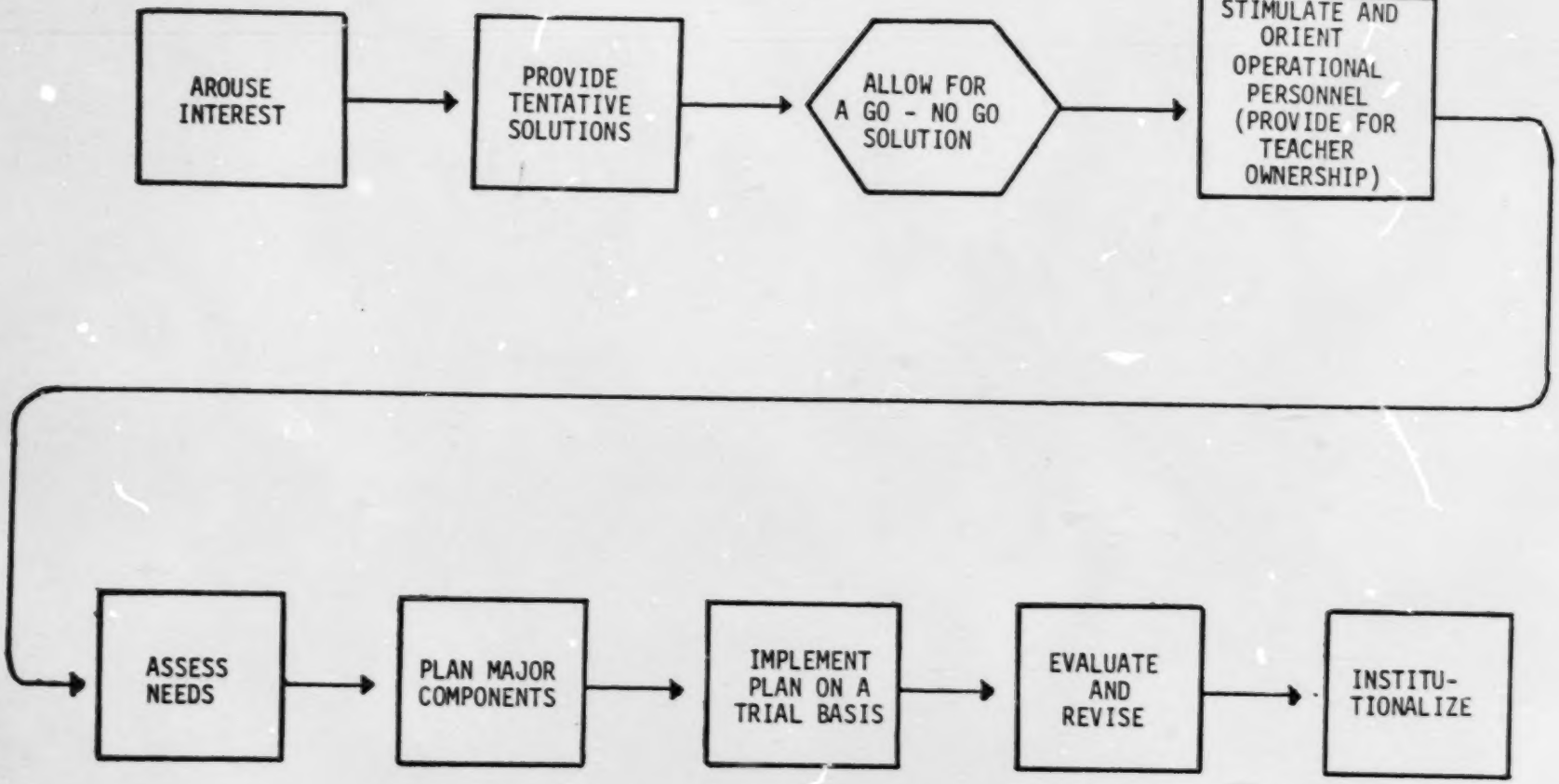
AROUSE INTEREST
PROVIDE TENTATIVE SOLUTIONS
ALLOW FOR A GO - NO GO SOLUTION
STIMULATE AND ORIENT OPERATIONAL PERSONNEL (PROVIDE FOR TEACHER OWNERSHIP)
ASSESS NEEDS
PLAN MAJOR COMPONENTS
IMPLEMENT PLAN ON A TRIAL BASIS
EVALUATE AND REVISE
INSTITU-TIONALIZE

Figure 1

Thus, the model incorporated the training function within the change concept. Likewise, it allows for the decision to implement career education to be made on an individual school basis. The individual school decentralized decision was mandated by the project directors and is consonant with a decision made by the superintendent of schools to give more decision-making authority to the individual school administrators.

Assessment of Knowledge of Career Education and Implementation Problems of the Administrator. The principal investigator had no *a priori* knowledge of the level of knowledge of principals about implementing career education. Therefore, a number of preorientation workshops were designed and conducted during the fall and winter of 1975-76. Some workshops were held prior to the signing of the subcontract agreement, but in anticipation of that possibility. Workshops of approximately four to six hours were held in (a) Windward District, (b) Kona, (c) Hilo, (d) Kauai. At the Windward District one workshop was held for the principals and another for vice-principals.

The theme of the workshops was to present information and source orientation type data on career education, and then to engage in dialogue to ascertain those problems, consensus, and questions that school level administrators foresaw as concerns which might jeopardize the successful implementation of career education in their schools.

The concerns expressed were generally the same in each of the workshops and can be paraphrased as follows:

1. What exactly is career education?
    a. How does it differe from vocational education or counseling?

b. Do we really need career education?

c. Are we already doing career education in the schools so further work is unnecessary?

2. Does it fit into the Hawaii Master Plan for Education?

3. School administrators indicated that as a group they were not familiar with nor did not completely understand the Hawaii Career Development Continuum.

4. Will the classroom teachers accept and support career education?

5. Who will develop the curriculum, and what is the role of the principal in the curricular leadership?

a. What is curriculum infusion in career education?

b. Will this mean more courses added to the schedule?

6. Are there additional resources available which can be used to implement?

7. Will career education disrupt the organization of the school?

8. How do we communicate with the community so that career education will be accepted by the various subpublics?

9. What is the Department of Education's priority (in a program budget format, where does career education stand in relation to other programs)?

These concerns, of course, were expressed in different ways in different meetings, but the theme was the same. Generally, principals liked the idea of being allowed to make the determination of whether or not their school was ready to implement a career education based curriculum rather than having the curriculum decision imposed from

above for all school units.

Determining Perceived Needs of Counselors. As far as counselors were concerned, a number of conditions existed which militated against exploratory workshops when used for determining the needs of the administrators. The major problem revolved around a collective bargaining decision which did not allow for workshops during the school day. Also, the guidance specialist had begun work in the area of career education so many counselors had been exposed to at least some concepts in career education.

The professor who was assigned the responsibility for the counselor position went into the field and interviewed guidance personnel and found the following to be the major problem areas.

1. What is the role of the counselor in career education?
2. Counselors did not understand the Hawaii Career Development Continuum. (Many had never seen a copy.)
3. Will career education replace the present counseling role?
4. Should the counselor work with students on a one-to-one basis or in some form of a class?
5. How would the specialized knowledge and skills counselors have in careers be integrated with the curriculum teachers were to implement in their classes?
6. Would they have responsibilities in the community for career education?

Construction of the Working Model. Armed with the so-called set of opinions described above, the principal investigator and his assistant developed several working models which were presented to the

project co-directors, and university colleagues to test their logical consistency and relevance. After some evaluation of the various models a tentat've model was constructed.

The components of the tentative model were labeled in a manner which make them self-explanatory. Each of the cells was to be the topic of a module which would present information relevant to trainers of administrators and counselors.

Validating the Model with the State Career Education Advisory Board. After the tentative working model and relevant supporting data had been developed, a meeting of the State Career Education Advisory Board was scheduled to present the material. Members of the Board represent a board base of the community, schools, and university; they are listed in Appendix A. The meeting was held on June 10, 1976 with 18 members or alternates in attendance.

The principal investigator made a presentation of the proposed model. Suggestions for possible modification of certain components were made. After discussion of the entire model, a motion was made to support it as written. The minutes of the meeting are attached in Appendix A.

The model had been evaluated by Department of Education administrators and guidance specialists, university personnel, community and business leaders. This thorough evaluation by several subpublics was deemed to be a comprehensive test of the utility of this descriptive model.

Summary. The project addendum (4-16-75) made reference to the question of whether one or several models would be necessary to

develop a training capability.

After workshop type consultations with school level administrators in widely varying conditions, i.e., small and large schools, elementary and secondary, rural and urban, etc., the perceived problems appeared to be universal. Therefore, one model seemed suitable for development, based on the principal and counselor as change agents. Obviously not every school will have the concerns and problems, but if a model to address each of the variants was constructed, these would be approximately two hundred, which defeats the very definition of the term model.

It is the opinion of the principal investigator that each principal will be perceptive enough to identify minor variances within his school setting and will address them through his own initiative.

GOAL 2: STRATEGIES FOR DEVELOPING AND TESTING TRAINING MATERIALS FOR ADMINISTRATORS AND COUNSELORS.

The development of materials for use in training trainers of administrators and counselors consisted of three major types of activity: First, an intensive search for the literature in the field of training administrators in career education implementation with appropriate review of such material; second, visitation to selected sites where career education is being implemented to determine whether these school districts were developing techniques and/or materials which could be used to advantage in Hawaii; third, a review of previously prepared materials from Hawaii and adoption of those which appeared to have the greatest potential for success.

A set of operational determinations were centered around the

form and presentation of the materials. The materials were to be developed to aid cadre trainers so that these persons could go into the districts to carry out workshops and other training mechanisms. Thus, it was necessary to consider whether the materials should include extensive background information to make trainers knowledgeable enough so they could answer questions, engage in activities, create activities appropriate to their own small groups, etc.

The time necessary to train principals and counselors was a factor. As a practical matter, the materials had to be brief enough so that the training period would be reasonable as well as attractive to practitioners.

Activities had to be kept at a level which the cadre trainers could master without such extensive time preparation that they would become discouraged. All of these variables were involved in the development of materials.

The Search for Career Education Implementation Materials. Although there were numerous articles admonishing administrators to implement career education, there were relatively few that dealt with the question of how the task might be addressed. Thus, finding materials for the Information Module (1.0) was no problem. The readings, activities, and summary statement were designed to be a blend of materials from which a trainer could draw for the workshop he was conducting. As with most of the modules, a bibliography of alternate source materials followed (see Module 1.0).

The second module (Orientation, 2.0) was designed to orient school level administrators to the unique Hawaii Career Development Continuum. Other state plans were referred to for comparison purposes.

The module on Teacher Information and Orientation (3.0) used the same materials as Modules 1.0 and 2.0. Included were significant data on change techniques. The literature is replete with suggestions for changing attitude. The library search centered upon those which the project staff felt had the greatest potential for impacting principals.

No study of this magnitude could hope to report on all of the aspects of curriculum. The modules [Planning Module (4.0) and Implementation Module (5.0)], which dealt with this subject, were limited to specific example topics, and the major emphasis was on how the principal can use these topics to provide leadership in curriculum change. The principal must have sufficient grasp of both technique (such as infusion) and knowledge of the aspects of curriculum so he can logically be expected to evaluate career education learning activities in his own school. These modules were designed to assist the principals in their duties.

The balance of the modules deal with what are typically referred to as administrative tasks. When the project began, there was a paucity of material on the task orientation in the specific area of career education. The Center for Vocational Education at Ohio State University produced a series of rather generalized task related materials. However, shipping problems to Hawaii made much of the data ineffective since it arrived after the project staff had already chosen other sources to help train principals in the task areas.

The Evaluation Module (6.0) was developed with a formative evaluation format as reported in Tuckman (1973) and other published texts. This module was included primarily to demonstrate the earlier

achievements in designing and testing a classroom evaluation instrument specific to Hawaii.

After the decision is made to implement career education, the counselor in career education in Module 7.0 is instructed in the development and implementation of a career education needs assessment.

In Module 8.1 (Preparation and Evaluation of Counselor Materials) the counselor in career education is prepared to utilize a range of materials, procedures and techniques to expedite the implementation process of career education as well as identify and assess sources of occupational and educational materials.

Module 8.2 (Consultation to School Personnel) focuses on the counselor's role in consultation and the infusion of consultating services into the school setting.

Module 8.3 (Integration of Coordination of School and Community Resources) focuses on the counselor's role in coordination and the incorporation of coordinating services into the school and community environments.

The Constraints of Time. The second concern in developing materials was to frame the modules into a reasonable time period. The time devoted to the training sequences had to be sufficient to allow school level administrators to internalize the concepts, the continuum, and the tasks previously described (see modules 1.0-8.0), yet not so lengthy as to make them impossible to complete in an eight to twelve week period.

The decision was made that neither the administrative portion nor the counselor portion should exceed thirty hours of workshop time. Also, that the recommendation of the principal investigator to the

Department of Education would be to have intervals of several days between each module, so that the internalization process would occur.

Thus, the modules vary in length. The first two are structured with the time constraints noted above. The balance was developed as lessons which would allow for flexible presentations.

Focus of the Materials. Goal 2 charged the project to develop a set of materials which could be used by school district personnel to train other administrators in the implementation of career education. This charge dictated the type of material which was to be placed in the module. Many of the school district personnel have a very sketchy background in any phase of career education. If these persons are to be set to train others, the first prerequisite must be to have an adequate background in the concepts of career education and the administrative and counselor functions necessary to implement such a program.

The materials which were developed had as their focus to: (1) develop the background of trainers to the various modules in the project; (2) to present a logical sequence for the trainer to teach others about the various subject matters; (3) to provide the trainer with materials and handouts which could be used in the various workshops to emphasize the points to be made; and (4) to write the materials in a manner which would allow for an individual principal or counselor to read them solo and still be prepared to implement the program.

Focus number four is an important one since the geographic isolation of some schools might make it impossible for an administrator or counselor to be in attendance at the set of workshops necessary to

implement career education. However, by self study he would be able to implement the concept in his/her school.

Special Materials. In addition to the printed lessons in all modules, a set of activities were described. The purpose was to assist trainers in allowing for active participation by workshop participants. Each trainer would be expected to use one or more of the described activities (or others which might occur at the time as appropriate) in his workshop. While the activities are varied, they tend to emphasize the group process since the project staff believes this is the best way to stimulate venting which is the first step to accepting a change orientation.

A bibliography of additional readings in each of the module areas was provided. For those who indicate interest in a specific aspect of career education, the trainer would suggest appropriate reading materials.

Another special material developed was an evaluation of a large number of communicably produced career education materials. This was accomplished by having school teachers who were familiar with career education to make critical evaluations of such materials. The purpose was to assist principals to judge the relative worth of curriculum materials from various companies. Of course, it was impossible to evaluate all of the published materials, but those which have had the greatest circulation in Hawaii were selected. The results were placed in Module 5.2.

The project staff gathered the results of a questionnaire sent to every public school principal in the state asking for career education projects in his school. The purpose was to develop a resource

book which principals could use to direct teachers to schools who have exemplary projects so that others could view and judge the results. Change theory places a heavy emphasis on "hands on" type models to which teachers can identify. This added resource was developed for that purpose.

Testing the Materials

Goal 2 specified the development and testing of the materials for the training of administrators and counselors. The Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii (Addendum, 4-16-75) specified developmental sessions held in designated school complexes to test the model, rationale and techniques for training. By the time the project became operational, it became apparent that the greatest interest in career education was occurring in two districts, Hawaii and Windward districts. As has been previously reported, developmental workshops were held in these districts and on Kauai for all of the administrative personnel during 1975-76. One hundred seventeen principals, vice principals, and other administrative personnel attended.

These workshops were held during school hours so no teachers or counselors could attend since the union agreement does not allow those category personnel to be absent from school for workshops. Efforts to attract teachers on their own time have not proven satisfactory. This fact plus the fact that materials development were somewhat delayed combined to provide a situation which did not allow for testing in the complexes during the 1975-76 school year.

An alternate strategy was proposed. Budgetary provision had been made for a three-credit seminar to be offered during the summer session

at the University of Hawaii. Enrollment was to be for Department of Education (D.O.E.) administrators, counselors and private school administrators. The project co-directors and the principle investigator agreed that this group would also serve as evaluators of the materials. Thirty-five students were enrolled including sixteen (16) administrators, fifteen (15) counselors, two prospective administrators, and two community college instructors (who were interested in promoting career education in the community colleges).

The objectives for the seminar were:

1. To develop a cadre of administrators and counselors who had sufficient training in career education concepts and the career education materials so they could act as trainers in their own school areas.
2. To be evaluators of the draft materials, and to suggest changes, additions, or deletions.
3. To use the community as a classroom for a portion of the seminar.
4. To determine whether attitudes toward the world of work would be altered by this short seminar.

Evaluation of Seminar Objective One. Determination of the success of seminar objective one was made by a post seminar questionnaire entitled, Feedback Questionnaire (see Appendix B). The questionnaire was sent to each student who took the course for credit. Four enrollees either dropped or failed to show, three counselors chose to audit the course. Usable returns were received from twenty-four respondents, eight-six percent (86%). The questionnaire was sent by mail three weeks after the seminar ended. The purpose in waiting was to allow

the students time to reflect on the experience before having to respond.

The results are presented in Table I. The questionnaire had eight questions with a five choice scale running from "Very Adequate" to "Not Adequate." The respondents circled the appropriate choice which scaled from 5 equalling "Very Adequate" to 1 for "Not Adequate." The mean response for each question is reported for administrators (which included the community college and prospective administrator) and the counselors.

The responses indicate that both groups appear to be prepared to begin serving in a leadership role in career education. Also it indicates that the materials, resource people, and the strategies appear to be more than adequate for their use in additional seminars. Questionnaires asked for specific ways to improve the workshop. Administrators responded: (1) field trips were excellent; (2) more breaks into smaller, more specific workshops; (3) more time for thorough discussions; (4) have administrator and counselors from each school attend together; (5) focus on career opportunities in Hawaii; (6) include post-secondary institutions. Counselors responded: (1) smaller grouping with need for regular (semester) classes; (2) have "teams" from each school attend; (3) follow-up activities and follow-up on participants' progress in the schools; and (4) need more discussion time on implementation.

Evaluation of Seminar Objective Two. Objective two was to have students serve as evaluators of the draft materials. This was accomplished by two written documents. The first was a one-page evaluation of each module that was presented during the seminar. (A copy may be

TABLE 1

Mean Results on the Feedback Questionnaire from the Participants in the Summer Career Education Seminar

Rating Scale:

Very adequate = 5 4 3 2 1 = Not adequate

Questions	Mean Score Administrators	Mean Score Counselors
1. The content of this in-service program was	4.25	3.75
2. This in-service program has helped clarify my understanding of career education.	4.25	4.20
3. This in-service program has helped me prepare for a leadership role in career education.	3.60	3.60
4. How adequate were the reading in providing useful information?	3.55	4.00
5. How appropriate were the strategies used for presenting or practicing the content of this program?	3.60	3.20
6. How appropriate were the resource materials in understanding the content of this program?	4.00	3.80
7. How useful were the resource persons used in presenting the program content?	3.90	4.20
8. Overall, how would you rate the quality of the program?	4.00	3.80

seen in Appendix B.) This was an internal device which asked specific questions about the particular phase or module. The responses were used to revise materials during and after the seminar.

The second instrument which was used to evaluate the worth of the material was a two-part inventory; one side was entitled "Content Value Inventory" and the other "Content Understanding Inventory" (see Appendix C). There were sixteen statements about the specific modules, plus an additional three for the counselors; the Content Value Inventory has a statement which says, "In my opinion this topic is of:," then a scale on the left which says, "almost no value," "slight value," "considerable value," and "great value." The respondent checks the box which expresses his view for each of the sixteen items. The four choices were scaled numerically from one equalling "almost no value" to four for "great value." A mean rating for each question was developed for the administrators and counselors and is presented in Table 2.

The inventory was sent out at the same time as the Feedback Questionnaires to the same population.

The results of the Content Value Inventory indicates that topics selected for inclusion in the modules appear to have a high priority as far as their value is concerned. In terms of the Content Understanding Inventory, both administrators and counselors profess at least an elementary understanding of each of the items. The mean response for all but three items is above 2.50, the median with several at or closely approaching 3.0 or a solid understanding. Counselors have a very similar, although somewhat higher response pattern.

Table 2

Mean Responses of Administrators and Counselors on the Content Value Inventory and the Content Understanding Inventory

Content Value Inventory					Content Understanding Inventory			
almost no value	slight value	considerable value	great value	In my opinion this topic is -----of	Currently I believe I have the following level of understanding of this topic -----	almost no understanding	an elementary understanding	solid understanding	an in-depth understanding
Couns 3.60 Adm 3.60				1. Rationale for Career Education				3.00 3.20	
3.20 3.42				2. Concepts and Scope of Career Education			2.60 2.67		
3.40 3.40				3. Philosophy and Goals of Career Education - A Working Definition			2.80 2.80		
3.40 3.57				4. Issues and Problems Related to the Implementation of Career Education			2.75	3.00	
3.60 3.80				5. Educational Areas in a School That May Be Altered Because of Career Education			2.80 2.60		
3.20 3.40				6. Educational Change and the Possible Implications in Career Education at the Local District Level			2.20 2.57		
3.40 3.00				7. Implementation Strategies for Educational Change			2.40 2.60		
3.80 3.57				8. Roles and Responsibilities of Staff in Career Education			2.75	3.20	
3.20 3.40				9. Implementation of Resources			2.80 2.20		
3.00 3.20				10. Cognitive Aspects of Career Information			2.40	3.20	
3.40 3.40				11. Sources of Occupational, Educational and Personal-Social Career Information			2.60 2.85		

Content Value Inventory					Content Understanding Inventory				
almost no value	slight value	considerable value	great value	In my opinion this topic is -----of	Currently I believe I have the following level of understanding of this topic -----	almost no understanding	an elementary understanding	solid understanding	an in-depth understanding
		3.20 3.55		12. Program Development Components of a Career Education Program - a Method for Program Organization			2.60 2.60		
		3.20 3.70		13. Financial Planning Procedures for Career Education			2.20 2.00		
		3.60 3.70		14. Programming Finances for Career Education			2.00 2.20		
		3.20 3.65		15. The Identification of Financial and Human Resources Necessary to Support the Development and Delivery of Career Education			2.00 2.42		
		3.20 3.60		16. Applying Technique and Procedures of Management Plans to an Implementation Model for Career Education			2.20 2.85		

The second objective was to have the participants evaluate the material. They did so and in the process gave the project staff a solid indication that they believed the topics to be of considerable interest and that they felt after the seminar that the had achieved at least an elementary understanding and in most cases they approached a solid understanding of the more specific items which go to make up the implementation phases of a career education program.

Seminar Objective Three. Objective three, which was to use the community as a classroom, was developed as part of the response to project goal 3: To further develop approaches to career development training of teachers and teachers of teachers.

The project staff identified a center of interest for study of career possibilities, in this case, the visitor industry. A contact was made with the Visitor Industry Educational Council who assisted by identifying a large number of visitor related industries and by making initial inquiries about their availability for involvement in a career education activity.

The seminar was divided into four small groups and for four days they investigated the career education potential of twelve of the most promising companies. Each group made an evaluation of each company, a copy of which is included in Module 5.1.

Each group made its evaluation known to the other groups. Therefore, each individual had a nucleus of potential companies which if he/she were an administrator, he/she could use to send teachers when he/she initiated the career education Teacher Information and Orientation Modules as part of the plan for implementation. Counselors likewise had a resource for students when career education was

implemented in his/her school.

The seminar group evaluated this phase using the form cited previously (see Appendix B). The mean evaluation of question 1 was 2.0 with all numbers either rating it 1, 2, or 3. Several suggested that more time be devoted to this activity.

Seminar Objective Four. Dr. John Michel administered the Allport-Vernon-Lindsey Study of Values to the seminar group on a pre-post schedule. The purpose was to determine whether the attitudes toward the five values subscales on the instrument would change during the period of the seminar.

There was no change in the attitude between the pre and post administration. The profiles of each student and the mean profile were so nearly the same that no difference testing was necessary. Several factors undoubtedly influenced the lack of change. Testing undoubtedly was a factor as the time span between the pre and post tests was short, less than a month. The maturity of the students also would inhibit change. The specification in the project proposal, which spoke of measuring attitudes pre and post of the workshops, may have been unrealistic. At least there was no change evidenced in the Allport-Vernon-Lindsey instrument.

It might be appropos to note that the scores reported for both the counselors and administrators approximate the average profile for the instrument.

The seminar achieved three of the four objectives. Since it was held during the summer when administrators and counselors do not have competing pressures from the need to operate the school, it may have been superior to holding short one or two day workshops to try and

test the value of the draft materials. Using the community as a classroom provided a new experience for many of the administrators and counselors. While the experience was not as extensive as the three-week workshops which are reported under Goal 3, it may be a more realistic time frame for principals in individual schools to use in working with their own teachers.

Additional Testing. The seminar ended approximately one week before the superintendent's seminar began. Following this seminar, all administrators were busy organizing for the beginning of school. The first month of school is not productive for holding workshops to test materials. The project terminated on September 30, 1976. Thus no additional workshops were undertaken.

Contacts with individual principals were maintained, and one very knowledgeable principal was contracted as a consultant. His tasks were to again evaluate the materials before they were finally reproduced, check all materials to see that they conform with Department of Education policies and practices, and to suggest to the project staff rewriting of any parts of the materials which did not appear to have appeal to the "field." He established a small group of principals for the purpose of discussing the materials and working with him.

GOAL 3: TO FURTHER DEVELOP AND REVISE EXISTING MATERIALS AND APPROACHES TO CAREER DEVELOPMENT TRAINING OF TEACHERS AND TEACHERS OF TEACHERS.

This section summarizes several approaches to training teachers and trainers of teachers (and by implication, administrators and counselors) in career education activities.

Relative to materials, the Information Module (1.0) and the Orientation Module (2.0) provide a new new and more comprehensive guide to the initial indoctrination of all groups of educational personnel to career education. The focus in the Information Module is providing a series of readings, discussions, and activities designed to bring educators face to face with the problems of education which have made the need for career education increasingly more pressing in the last five years.

The Orientation Module has interesting activities which can be used by a teacher with his/her class. Also, the relationship of the Hawaii model to other state models is defined.

New Approaches to Training. Relative to new approaches to training teachers, several new activities have been developed and tested.

A major problem in the installation of career education concepts has been the lack of knowledge of the world of work by some teachers, and even some administrators. Since many have not participated in business or labor activities the sociology of the workplace is not familiar to them. The project co-directors have moved to eliminate the problem in two ways.

Three forty-hour career guidance institutes were sponsored by the Department of Education in conjunction with the National Alliance of Businessmen. The institutes were conducted in the fall of 1975 and the summer of 1976. The objectives of the institutes were to enable teachers, principals and counselors to gather firsthand knowledge of career opportunities in Hawaii. A total of seventy-six (76) educators took part in the institutes.

Second, and on a much more modes scale, the seminar used the technique of the community as a classroom during the summer of 1976. Discussion of this activity may be found in the previous section of this report and does not bear repeating at this time.

The original format for inservicing educational personnel was a series of workshops primarily for teachers. While the initial attendance at these workshops was good, it began to decrease during the fall of 1975. Members of the faculty of the College of Education at the University of Hawaii, in conjunction with Department of Education personnel, developed a new technique for the in-service acitivity. Principals who wished assistance in career education would schedule time during teacher meeting days, each Wednesday, and the College of Education would send out a team of faculty to begin the in-service activities. Thus, the activity was extended over time, but the strictly voluntary participation by teachers was replaced by a more systematic meeting with entire teaching staffs.

The team worked with teachers in nine schools during the spring semester with a total of three hundred sixty-two teachers. This was a larger number than had been served in all of the workshops. Eighteen schools have requested this service for the school year 1976-77.

The College of Education and the Department of Education cooperated in teaching a three-credit class for teachers in career education. Public school teachers with expertise in career education were put on the staff to instruct the class.

A cadre to faculty trained in various aspects of career education are working in this area. Included are faculty from the departments

of Educational Administration, Counseling and Guidance, Curriculum and Instruction, Educational Foundations, and the Field Services Division.

Summary

A proposal for a research and development project entitled, Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii was accepted and grant award notification was received in June 1975. The project co-directors were Emiko Kudo and Wah Jim Lee of the Department of Education.

Subsequently, a Memorandum of Agreement was drawn between the State Department of Education and the Department of Educational Administration, College of Education, University of Hawaii. The requisition of the Memorandum was:

> The Department of Education, State of Hawaii, requests that the Department of Educational Administration, College of Education, University of Hawaii, through the use of the previously developed career development model and guides for integration of career development into the curriculum, to perform services as follows: (1) Develop and test career development materials for the training of counselors and administrators; (2) Develop and test alternative systems approaches to career development training of counselors and administrators; and (3) Further develop and revise existing materials for the training of teachers of teachers as per details in attached project proposal dated November 24, 1974 as revised April 16, 1975.

Dean Hubert Everly assigned, as part of their regular duties within the College, Dr. John A. Thompson, Chairman of the Department of Educational Administration, to serve as project director and develop the administrator section of the requisition, and Dr. John Michel, Chairman of the Counseling and Guidance Department, to develop the counselor sections. Final approval for the Memorandum was given on September 15. Money was transferred and the work began.

To accomplish objective one, Develop and Test Alternative System Approaches to Career Development Training of Counselors and Administrators, a descriptive model was developed. Many alternative models were developed, but the final model, which was based upon change theory concepts appeared to adequately describe the needed activities. The first two modules were the same for counselors and administrators. Then the model branches and describes the activities for both groups.

Objective two was to develop and test career development materials for training of counselors and administrators. The project further explains that these materials will be used by a cadre of administrators and counselors to train other administrators and counselors in small group settings.

A set of materials defined as a module was developed for each of the parts of the descriptive model described above. The major focus of the materials was to give the cadre trainers sufficient background to properly serve as instructors. A second focus was to develop materials which might be used by the trainer in the course of the several workshops of approximately thirty hours in duration for administrators and slightly less for counselors. A set of activities and a bibliography were also included.

In addition, two other activities were undertaken: (1) an evaluation by teachers of representative communically produced materials relative to their applicability in career education in Hawaii, (2) gathering and editing a school by school description of exemplary programs in career education in Hawaii.

The materials were evaluated by participants of a seminar held during July and August of 1976. In addition to the evaluation aspects

of the seminar the other purposes were to develop a cadre of people trained in the concepts of career education who could become the trainers previously described. To test the concept of using the community as a classroom to help staff from individual schools become knowledgeable in the world of work could be changed by use of a month long workshop.

The participant evaluators appear to support the first three seminar objectives and there does not appear to be a difference on the fourth.

Objective three, to further develop and revise existing materials and approaches to career development training of teachers and teacher of teachers, was addressed in several ways. Two of the modules developed have utility in the initial in-service training of teachers. The concept of taking teachers out into the world of work has been accomplished through a series of workshops and to a lesser extent by the seminar described above. A team approach to in-servicing teachers at their schools rather than in weekend workshops has been developed and partly tested.

The three objectives have been substantially achieved through the various activities described. However, there has been deviations from some of the descriptive material in the project. This occurred because of time constraints, constraints due to the labor contract, and through mutual agreement that what appeared feasible in November of 1974 when the proposal was written, was not in 1976 when the work was done.

Recommendations

Goal I. The model seems to have utility for Hawaii schools. As

the state plan for career education is developed, the implementation phase may need to be reanalyzed. This model was constructed with the concept of the individual school administrator and his staff making a decision on the adoption of career education. If a state plan, which mandates adoption, becomes a reality, it may (or may not) be necessary to reevaluate portions of the model.

Goal 2. The materials may need to be expanded and revised. The purpose of these materials was for use by trainers who will use the cadre concept to do the training of others. Use of the materials may show the need for additional activities, multi-media approach or other materials not presently included.

Goal 3. Perhaps an additional phase of this project might include the assignment of a curriculum specialist either from the Department of Education or the University of Hawaii to work with one school and its staff during the initial year of implementation. The purpose would be to customize the curriculum and assist the principal in carrying out his implementation strategies.

The University and the Department of Education should establish long-range plans for continuing in-service activities so that all educational personnel have training in concepts of career education.

APPENDICES

May 28, 1976

Dear _____:

This is to inform you that there will be a Hawaii Career Development Continuum Project Advisory Committee meeting on June 10th, 1976. Morning coffee and a luncheon will accompany the meeting. Advisory Council members are asked to RSVP by June 7th, by contacting Mona at 948-7843 or 948-7919.

DATE: June 10th (Thursday)

PLACE: Princess Kaiulani Hotel
Cleghorn Room (2nd floor)

TIME: 10:00 a.m. - 1:30 p.m.

Attached is a tentative agenda of the material to be covered. We sincerely look forward to your presence and ideas at the luncheon-meeting.

Sincerely,

Dr. John A. Thompson
Project Coordinator

Hawaii

Career Development Continuum Project

ADVISORY COUNCIL CONFERENCE

at

Princess Kaiulani Hotel
Cleghorn Room
Honolulu, Hawaii

June 10th, 1976

A G E N D A

10:00 - 10:15	Welcome and Introduction Dr. John A. Thompson
10:15 - 10:45	Overview of Program to Date Mr. Wah Jim Lee
	Phase I - Development of Career Development Continuum
	Phase II - Development of implementation curriculum guide
	Phase III - Development of teacher-education models and materials
10:45 - 11:45	Phase IV - Development of administrator and counselor models and materials Dr. John A. Thompson
11:45 - 12:00	Phase V - Implementation of career education program at selected complexes Mr. Wah Jim Lee
12:00 - 1:00	Lunch
1:00 - 1:30	Summary and feedback

Advisory Committee Conference
Hawaii Career Development Continuum Project
Princess Kaiulani, Cleghorn Room
June 10, 1976

The conference began with Dr. John A. Thompson welcoming the advisory committee members and introducing the members who were present.

Mr. Wah Jim Lee from the Department of Education's Student Affairs Section, gave an overview of the program to date (Phase I, II, III). He covered the conceptual framework which was the model for the Hawaii Career Development Continuum, the four guides which are being used to infuse career development activities into the educational system, the "Bread and Butterflies" ETV series aimed at career awareness, the conference packet which contained the Hawaii Career Development chart, the informational brochures, and the current funding of career information centers in the high schools.

Dr. Thompson then presented Phase IV, the development of administrator and counselor models and materials. He introduced the implementation model and explained the phases. He raised the questions: "Are we on the right track? Are there areas which may have been missed? Are there points which should be stressed?"

The advisory committee was also informed that a class will be held on career education this summer and that they are invited to join the class if they are interested. The class will cover the Hawaii Career Development Continuum model.

A discussion period raised several points.

1. Is the model comprehensive in what needs to be incorporated in the training of administrators and counselors?

2. The grant was not to implement the concept of Career Education but to develop it.

3. Does career education align itself to existing school programs? Career education is a concept in which existing programs are "re-oriented" in the concept. Career education is not a program, it is a concept.

4. Several members mentioned the need for pre-service training of future educators in career education at the university. Also, can the lab school be used as a model?

5. Questions were raised as to how to change the attitudes of teachers and principals as well as the various types of infusion techniques which would be utilized in particular classes.

Mrs. Emiko Kudo, Assistant superintendent, Office of Instructional Services, outlined Phase V, the implementation of career education at selected complexes. She stressed that since the state has a conceptual model, the need now, is to develop a (1) state plan for career education, and (2) a Hawaii career development continuum implementation model. To date all of the phases were a cooperative effort by industry, the university, and the Department of Education. She concluded with the hope that this cooperation will continue.

It was then moved by Walter Nunokawa and seconded by Sharon Wago, that the Phase IV project on The Development of Administrator and Counselor Models and materials be approved. The vote of approval was unanimous.

A short break and a luncheon followed, with the conference ending with the viewing of the "Treasure Hunt", one of the films from the "Bread and Butterflies" series.

(Check One)

_____ Administrator

_____ Counselor

Orientation Phase Evaluation

Directions: Circle appropriate number on scale or answer question.

1. My overall reaction to this phase of the seminar was:

excellent 1 2 3 4 5 6 7 8 9 poor

2. What did you like most about this phase?

3. If this phase were to be shortened, what specific events would you eliminate?

4. It would have helped me more if

5. What part did you like least?

6. The things we talked about were:

insignificant 1 2 3 4 5 6 7 8 9 very significant

7. During this session I was:

uninvolved 1 2 3 4 5 6 7 8 9 very involved

Directions: Make a complete sentence of each of the following items by writing down your reaction to the item. Attempt to restrict your response to your own needs and experiences.

1. The sequence of activities _____.

2. I learned _____.

3. The time allotted to the session _____.

4. The exercise, "World of Work" was _____.

5. The film, "Reaching for the Moon" was _____.

Directions: Please comment on any issue related to the group , program, or session on this page or on the back of this page.

Content Value Inventory | **Content Understanding Inventory**

almost no value	slight value	consider-able value	great value	In my opinion this topic is -----of	Currently I believe I have the follow-ing level of understanding of this topic -----	almost no understand-ing	an elemen-tary under-standing	solid understand-ing	an in-depth understand-ing
Couns Adm				1. Rationale for Career Education					
				2. Concepts and Scope of Career Education					
				3. Philosophy and Goals of Career Education - A Working Definition					
				4. Issues and Problems Related to the Implementation of Career Education					
				5. Educational Areas in a School That May Be Altered Because of Career Education					
				6. Educational Change and the Possible Implications in Career Education at the Local District Level					
				7. Implementation Strategies for Educational Change					
				8. Roles and Responsibilities of Staff in Career Education					
				9. Implementation of Resources					
				10. Cognitive Aspects of Career Information					
				11. Sources of Occupational, Educational and Personal-Social Career Information					

Content Value Inventory					Content Understanding Inventory			
almost no value	slight value	consider-able value	great value	In my opinion this topic is -----of	Currently I believe I have the follow-ing level of understanding of this topic -----	almost no understand-ing	an elemen-tary under-standing	solid understand-ing	an in-depth understand-ing
				12. Program Development Components of a Career Education Program - a Method for Program Organization					
				13. Financial Planning Procedures for Career Education					
				14. Programming Finances for Career Education					
				15. The Identification of Financial and Human Resources Necessary to Support the Development and Delivery of Career Education					
				16. Applying Technique and Procedures of Management Plans to an Implementation Model for Career Education					